

## 1. What is our purpose?

### To inquire into the following:

- **transdisciplinary theme**

#### How we Express Ourselves

*An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic*

*(See also Active Living Strand of PSPE and Responding and Creating Strands for Dance in The Arts)*

- **central idea**

Our bodies can move creatively in response to music and beats

### Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Small groups will work together to create a short dance to music with varying beats

Take photographs of the dances for portfolios

Class/grade: K1 /K2

Age group: 3-5

School: Chatsworth International School School code: 300496

Title:

Teacher(s): M Hughes

Date: January – February 2011

Proposed duration: number of hours over number of weeks: 4



PYP planner

## 2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Form, Change, Connection

What lines of inquiry will define the scope of the inquiry into the central idea?

- Moving different body parts to a fast beat
- Moving different body parts to a slow beat
- Dancing with a partner

What teacher questions/provocations will drive these inquiries?

How can we move our bodies to music?

Which parts of our bodies can we move quickly?

Which parts of our bodies can we move slowly?

Can you move some body parts together?

Can you move just one body part? (isolation)

How can you walk in a way that shows me you are sad/happy/excited/tired?

### 3. How might we know what we have learned?

*This column should be used in conjunction with “How best might we learn?”*

What are the possible ways of assessing students' prior knowledge and skills?  
What evidence will we look for?

Listen to a variety of music with varying beats/tempos. Allow the children to dance freely but safely. Observe how the children move – do they use the music as a cue to decide how fast to move? Do they use all body parts?

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

- **Moving different body parts to a fast beat**

Can the students isolate body parts? Do they move according to the beat?

Arts S and S – Communicate and express feelings through body movements, Respond to music through movements

- **Moving different body parts to a slow beat**

Can the students isolate body parts? Do they move according to the beat?

Arts S and S – Communicate and express feelings through body movements, Respond to music through movements

- **Dancing with a partner**

Can the students cooperate with a partner, moving at speeds appropriate to the beat?

### 4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

Warm ups –

Sticky kids activities (Band and Stretch; Warm up; Wiggle and Jiggle); Body percussion; Huggy Bears

Listen to 'Shake a Hand' and allow the children to dance freely, pairing up with a partner during the action parts of the song. Ask some children to demonstrate good movement and encourage others to copy.

Read 'Goldilocks and the 3 Bears', talking about the characters. Children to move around a space as the three different bears – responding to different percussion instruments as appropriate (bang the drum slowly for daddy bear – big, slow, heavy steps; shake the tambourine for baby bear – small, fast steps; mummy bear can be 'inbetween' fast and slow – maybe normal pace)

Play 'Carnivalito' and mimic the beat with body percussion. Can the children walk around the space to the beat (slow-slow-fast-fast-fast)? For the fast part (16 beats) the children can dance with a partner. Model some good examples of dancing – show how to skip with a partner safely, link arms safely. Allow partners to improvise their own dance and allow some children to demonstrate.

Listen to 'Mirrors' and talk about how it makes the children feel – it's slow, sleepy music. Start off curled up into a ball and wake up slowly, going for a slow walk before returning to bed and curling up again (can link to goldilocks). Watch Tai Chi video and discuss movements of hands, arms, legs – can the children move like this? Use a mirror to see how you move then work with a partner, pretending to be a mirror

Read 'The Ugly Duckling' and ask the children to respond to the story ask children to curl into a ball like they are inside an egg. Ask children to hatch out of the egg to, stretching out arms and legs. Then allow children to walk around the room as ducks, 'waddling' – can play 'follow the leader' for this activity. Ask children how they think the duck feels when people are laughing at him. Can they move around in a sad way? Play slow, sad music for this. Give children streamers for wings, can they fly gracefully around the room? Ask children to plan a dance in 3 parts – 1-sad, lonely 2- transforming to swan 3—flying gracefully with friends

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

**THINKING SKILLS – Synthesis SOCIAL SKILLS – Cooperating; COMMUNICATION SKILLS – Non-verbal communication SELF-MANAGEMENT SKILLS – Gross Motor; safety**

### 5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Sticky Kids CD, Off The Wall Dances CD, ribbons, Youtube clips of tai chi and various cultural dances, Shake a Hand, Hokey Kokey, Various classical music clips

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

## 6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

Evidence of the assessment task was collected in the form of photographs. K1 children found it difficult to work with their partners to create a dance but the K2 children did this quite well. A checklist should be used with the K2 children and possibly allow them time to reflect on their dances by showing them a video recording.

For the K1 children, a similar checklist could be used but maybe ticked off throughout the unit as they demonstrate particular skills

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

Children discovered how to express different ideas. They were exposed to a variety of cultural dances and music. They showed appreciation of the aesthetic by responding to the different pieces of music and each others dances. They extended and enjoyed creative sequences of movement in response to the music listened to.

## 7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in "What do we want to learn?"

Form – inquiring into the how our bodies move and what they look like when we move different body parts

Change – Inquiring into the different ways we can change our bodies and change the speed of how we move according to the beats of the music

Connection – Inquiring into how our bodies parts are connected when they move; inquiring into how our movements are connected to the beats, sounds and music we hear

- demonstrate the learning and application of particular transdisciplinary skills?

THINKING SKILLS – Synthesis (combining body movements to create a dance) SOCIAL SKILLS – Cooperating (working with small groups to create a dance); COMMUNICATION SKILLS – Non-verbal communication (expressing different emotions through dance when dancing to Ugly Duckling) SELF-MANAGEMENT SKILLS – Gross Motor (use of large muscles during movement and dance); safety (respecting each others' space and moving at appropriate speeds for the workspace)

- develop particular attributes of the learner profile and/or attitudes?

Inquirers – experimenting with the different ways they could move their bodies during 'free-dancing' sessions

Communicators – Conveying emotions through movement

Reflective – Thinking about which movements were better to show different emotions, reflecting on each other's dancing

Appreciation – appreciating the movements and dance styles of others

Creativity – Composing imaginative dances and sequences of movement

Enthusiasm – Enjoying different dances

Respect – Respecting each other's workspace

In each case, explain your selection.

#### 8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

*At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.*

*(See highlighted questions)*

#### What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

#### 9. Teacher notes

This unit would go well with the K2 and K1 How We Express Ourselves UOIs. More collaboration with homeroom teachers will enable the unit to be integrated into the POI.